

*Return to
Henry Harap*

SOCIETY FOR CURRICULUM STUDY

NEWS BULLETIN

1933 : No. 2.

April 1, 1933.

In order to economize, the bill for dues is sent with this bulletin. Please give it your prompt attention.

Minutes of the Meeting of the Executive Committee
February 25, 1933.

The executive committee held its annual meeting on Saturday, noon, at the West Hotel, Minneapolis. Mr. Hopkins reported for the committee on the proposed volume of sample units of work. The first step is now complete. It consists of a list of criteria to be used in the selection of the units of work. Mr. Hopkins' report appears elsewhere in this bulletin.

Mr. Bruner reported for the committee on new economic materials. He has appointed a committee of about thirty persons who will cooperate in making a critical evaluation of economic materials. Elsewhere we quote from his letter to the members of his committee.

Sixty new members were elected by the executive committee. The executive committee authorized the chairman to formulate a policy governing the admission of new members. This is given elsewhere in this bulletin. The terms of office of the following members of the executive committee expired: Henry Harap, Earl Rugg, Ethel I. Salisbury, Worcester Warren. In their place the committee elected Henry Harap, the present chairman, and Emil Lange, Coordinator, Curriculum and Research Department, Long Beach Public Schools. It was decided to assign the task of making arrangements for the next annual meeting to a program committee which will be appointed shortly.

The general meetings were well attended. The papers were well received and elicited vigorous discussion from the audience and members of the Round Table. A complete account of the meeting and abstracts of several of the papers will be found elsewhere.

An early issue of the News Bulletin will include the Fifth Annual Bibliography of current works in curriculum making. As in former years, this will be a co-operative enterprise. A sheet is enclosed which should be returned promptly. A comprehensive bibliography including all phases of curriculum making will depend upon the co-operation of the whole membership.

Eligibility for Membership

In order to prevent the expansion of the Society to include persons not actively engaged in curriculum making, the Executive Committee requested the chairman to formulate a policy governing the admission of new members. In compliance with this request, the following statement is submitted. The membership should be limited to the following workers: curriculum directors; administrative officers in charge of curriculum making; supervisory officers in charge of curriculum making; special or general consultants in curriculum revision; authors or investigators in curriculum making; and instructors in curriculum making. Second, that this statement appear on every letterhead of the Society. Third, that every application for, or proposal of, membership be scrutinized and returned if the candidate does not fall into any of the classifications listed above. Fourth, that the executive committee shall pass finally on every candidate as heretofore.

Shall the Society Publish an Annual List of New Texts?

Your chairman would like to get the informal reaction of the membership on the proposition that an annual list of new textbooks be published as a bulletin of the Society. This bulletin might take one of several forms; first, an unselected list of books by subjects; second, a selected list informally evaluated; third, a selected list based upon a rigorous application of criteria. Several members who have been approached indicated that it would be of value to issue a bulletin, although there is difference of opinion concerning the particular form that it shall take. The execution of this project will depend upon the responses received from the members.

Proposal to Exchange Curriculum Bulletins.

Those who are working in the field of curriculum often find it difficult to secure copies of courses of study which have been prepared by state, county or city school districts. The policy of distribution adopted by the various groups varies widely. In some cases the sale of courses of study is expected to cover a large share of the cost of the program of curriculum revision, and no exchange basis has been determined upon.

It would be very helpful if a relationship might be set up between schools, states and cities, whereby a copy of the curriculum studies prepared by each organization represented in the Society for Curriculum Study, might be made available to every other member on an exchange basis. This service might also be extended to include a larger group, if it seemed desirable.

Such procedure would make it possible for those working in the field of curriculum study to have available immediately all studies made by other members of the group. This would also eliminate considerable difficulty encountered in the purchase of materials where requisitions are necessary.

If you are interested in such an exchange relationship, please send your name to the chairman of the executive committee with any details which you think appropriate.

William H. Bristow, State Department of Public Instruction,
Harrisburg, Pennsylvania.

Mr. Bruner's Program on New Economic Materials.

(Ed. Note: The following extract from the letter which Mr. Bruner has sent out to members of his committee is included below because it gives a good account of the status of the work of his committee.)

Following the meeting of our Society at Washington last year Mr. Harap asked me to head a committee whose task would be to "collect the efforts made by individuals and school systems to introduce learning activities for a changing economic world." I think all will agree that there is a great need for incorporating in our curriculum materials, concepts and activities which will lead to more effective understandings of some of the crucial problems of our present civilization. A study which would eventuate in the collection, organization, and interpretation of what has been done in this respect might form the foundation on which we could build curricula that would treat more adequately the problems of our time.

The purpose of this letter is to ask if you will accept a place on this committee. During the year I have done some preliminary work on the project with graduate students. Some of this I shall present to the members of this committee following the meeting of our society in Minneapolis on Saturday afternoon February 25, at about five o'clock, in the Colonial Room of the West Hotel. While the project may demand that the time be extended over two years, I am hoping that we can complete our major investigations during the year 1933-34 and make our report to the Society at its regular annual meeting in the spring of 1934. I sincerely hope you can accept a place on the committee since I feel that there is a very important and interesting task ahead of us.

Report of the 1933 Meeting of the Society for Curriculum Study at Minneapolis, Minnesota.

I. Introduction.

The fourth annual meeting of the Society for Curriculum Study held at Minneapolis was in the minds of many members the most important conference of this organization during its brief history. The problems selected for discussion were vital and challenging. Issues were more sharply defined and the different positions by the various schools of thought were more clearly brought into relief than at previous meetings of the society. The whole meeting gave evidence of the recognition on the part of educators of the seriousness of the present social-economic-political crisis and at the same time gave promise of a new vision of a reconstructed society and a practical determination to tackle in schools the "next steps" in modifying the present system in the direction of this envisioned society.

In introducing this conference a word ought to be said concerning the technique of panel discussion which was used again this year. On the whole, the technique is an improvement over the conventional method of formal papers and impromptu discussion from the floor to the degree that those chosen for the panel are articulate and accept their responsibility for carrying on worthwhile discussion. For the round-table discussion groups Mr. Harap had selected members of the profession who represented various schools of thought and action. These individuals were, on the whole, able to present the conflicting points of view arising from the formal papers presented. The success of panels also depends upon the sensitiveness of the chairman to the fine points of the techniques of discussion. Any attempt to force each panel member in turn to present a formal reaction to the speakers does not provide the atmosphere for the informal exchange of opinion for which the panel was especially designed. An understanding of the psychology involved in this new technique of controversy is essential in order that we may get the most out of our

altogether too short deliberations together. Because these panels were carefully planned and the chairmen were ready to guide, the discussions were very fruitful.

II. The Morning Conference

On Saturday morning, February twenty-fifth, the members of the society and their friends gathered in the Colonial Room of the West Hotel to discuss the question of The Curriculum and the Changing Economic Life. Three formal papers were presented by Mr. Herbert Heaton, University of Minnesota, representing the economist; Mr. A. L. Threlkeld, Denver, representing the school administrator; and Mr. Herbert B. Bruner, Teachers College, Columbia University, representing the curriculum consultant. Below are listed those points which appeared to the present reporter as the most pertinent in the papers presented by Mr. Heaton and Mr. Threlkeld. Mr. Bruner submitted his own resumé of his paper.

Mr. Heaton:

We must recognize that depressions are not necessarily new social phenomena. Records show that economic depressions dulled the ancient glories of Egypt and Greece; that France and England did not pay their war debts in the fourteenth century; and that we have had fourteen depressions in the last 100 years. On the whole, economic principles have not changed in their fundamentals from the days of these early depressions. Our economic scene is still characterized by a jumble of competition and cooperation.

We have, however, a radical change in our socio-economic environment. The most outstanding features of this change are:

- A. The passing of the frontier which acted as a buffer to unemployment, restlessness, providing a social safety valve.
- B. Gone is the chance for each man to start a business on a small individual basis. Social mobility has disappeared.
- C. Mass production makes possible a rising standard of living.
- D. Division of labor eliminates the need for highly skilled labor.
- E. Concentration of control.
- F. World economy and interdependence of nations.
- G. Declining birth rate leading to stabilization of population.

All of these socio-economic changes make for instability and interdependence and now all of us alike want progress in the economic-social scale at most any cost. Mr. Heaton pointed out implications as follows:

- A. Less stress on accuracy and detail in training of process or mechanical skills.
- B. Excess practicality in education leads to absurd consequences in a rapidly shifting socio-economic world.

Mr. Heaton made four positive suggestions:

- A. Make pupils conscious of the socio-economic-political world in which they are living.
- B. Lay stress on personal liberty and rights, but more on social liberty and rights.
- C. Produce an intelligent consuming class who can say "no" to the high-powered publicity agents and salesmen.
- D. Increase education for leisure time in order that people may be able to amuse themselves through creative recreation.

Mr. Threlkeld:

Mr. Threlkeld suggested the following curriculum implications for the changing economic life:

- A. In the field of vocational education he asked whether the technical high school as now conceived is justified? Will what we teach today be useful or essential in the coming years? What are the permanent and abiding values? Mr. Threlkeld maintained that the passing on of the social heritage will always be the

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first job of the school, but our new emphasis must be on the proper selection from among this heritage.

B. The present crisis demonstrates the paucity of understanding of the problems, causes, or remedies by the layman. For instance, taxation is not treated in the school as a modern problem in such a way that the layman understands the necessity for many of our common functions being centralized in a powerful, federal government. Nor does he see that inevitably the money he spends through taxes buys him as much goods and services as any equal amounts spent through non-governmental channels.

C. We must educate to inculcate the attitude of the dignity of work. Previously, we have developed attitudes which looked upon work as a necessary evil to make a living and held the accumulation of wealth as the end of work. Now we must educate to get our satisfactions out of work itself - out of the creation of goods, services, arts, sciences, and ideas.

Mr. Threlkeld raised the question of education of the child in the home. What assistance is the school giving the home to render the educative process of the child consistent both in the school and in the home? Mr. Threlkeld concluded his paper by stating that we must ask ourselves all over again what the schools are for and then determine how we can go about to achieve these purposes.

Mr. Herbert B. Bruner's paper is summarized as follows:

THE CURRICULUM AND CHANGING ECONOMIC LIFE

The numerous and sweeping changes in our economic life during the past quarter century capped by the depression of the last three years undoubtedly constitute no small part of the cause for the wide-spread curriculum activity in which the country is engaged. In spite of the desire on the part of educators to construct curriculum materials that will take account of the vast changes that have appeared in our economic life and others that will undoubtedly occur in the near future, a careful examination of even our best courses of study indicates that scarcely a perceptible beginning has been made as far as any real attack on fundamental issues is concerned.

There is little question but that many of us in education have been made to realize by the continuance of the depression that we must go beyond the stage of asking whether or not we dare to attempt to reconstruct the social order. We believe that the most promising possibility of anything like a permanent solution for many of our present troubles lies in the setting up and wise use of curriculum materials and activities which deal with, on the proper age and grade level, some of the real issues of contemporary civilization.

The present age is replete with materials out of which the new curricula can be constructed. Sufficient experimentation has been carried forward also to indicate in the main the necessary techniques. Our task is to capitalize upon the opportunities afforded by the present age and to give virility to our culture by constructing the kinds of curriculum materials and activities that will be deeply rooted in this rich civilization of our own time.

In the discussion period which followed, Mr. Harold Rugg, as chairman, held the discussion to the problem of the morning and allowed a free interchange of opinion among members of the panel and the audience.

Mr. C. Morris Wieting, Principal of the High School at Lennox, So. Dakota, cited an instance in his school in which the pupils developed a unit on national planning. They developed a plan for their own community, printed the plan in the local papers, and the organizations of the community conducted public discussion concerning the plan.

Miss Bess Goodykoontz, Assistant Commissioner of Education, asked whether or not we would reconstruct our curriculum to adequately meet the needs of the recent influx of pupils of the ages between fourteen and eighteen as well as the possible influx of children in the pre-school age and the adults who will make up our adult education groups.

Mr. Heaton suggested that it is the business of the state to provide further educational opportunities for the adult in the same way that the state has recognized its responsibility for elementary and secondary education.

Mr. Rugg described the present movement to consolidate some 50,000 discussion groups in this country into one national forum for the purpose of discussing contemporary social, economic, political, aesthetic, and moral problems.

Mr. A. C. Krey, Director of American Historical Association, Investigation of the Social Studies in the Schools, suggested that the curriculum must show the interdependence in all phases of living. Mr. Threlkeld gave an illustration of this interdependence concept as it has developed in the Social Science Institute at Denver. The Institute takes up many national and international problems dealing with interdependence. He also warned against making the adult education program a warmed-over elementary and secondary education offering.

Mr. Lindsey of Mitchell, South Dakota, described an experience in adult education in his community in which 350 women participated in discussion groups on home problems in which budgeting and child-rearing took a prominent place. He also commented on the fact that the new state courses of study in South Dakota are being accepted exceedingly well. The teachers, having had a taste of education as a social recreative force would not return to the traditional curriculum.

Mr. Heaton in answering the question as to whether or not he would put less stress on fundamentals, said that he would re-define the fundamentals so that they exclude the kind of civics teaching which gives us the mechanics and machinery of the constitution and government, but ignores the actual forces which make our political life. The fundamentals would be the "functioning state" rather than the "structural state." "Washington Merry-GoRound" would serve as textbook material for such a course.

Mr. Harris raised the question of method in connection with teaching of social, economic, political problems to children. He suggested the method be that of an approach through the child's own problems rather than through the teaching of adult problems.

Mr. Caswell asked whether the curriculum organized around major concepts (as is the South Dakota program) took into account adequately the relationships between the concepts. He suggested that in the hands of the average teacher a "concept curriculum" can become as compartmentalized as the traditional subject-matter curriculum. Mr. Rugg responded to the question by stating that the relationships between the concepts must be given as much emphasis as the relationships within the confines of one concept.

Mr. Caswell offered the observation that laymen are more progressive than educators in accepting the new aim of education as being "social reconstruction." He gave as the reasons:

- A. That administrators have put a premium on the teacher who has been a good follower rather than upon the teacher who does creative and critical thinking for herself.
- B. The teacher-training institutions have prepared conservative teachers.

Mr. Heaton doubted the possibility of education taking leadership in social reconstruction. He believes education can do no more than follow the "climate of opinion" of the society of which it is but one institution.

Mr. Rugg summarized the morning's conference as giving evidence of a willingness on the part of educators to include in the curriculum many experiences

excluded from the traditional school. Furthermore, acknowledging that the school is a reflection of the climate of opinion of its contemporary scene, we can find in today's society a clear mandate to educate our way out of our social chaos.

III. Afternoon Conference

On Saturday afternoon, the society reconvened to discuss the problem of Learning the Fundamentals in an Activity Curriculum. Four speakers read prepared papers on the topic and the round-table panel discussion group carried on for the remainder of the afternoon. Mr. Walter D. Cooking, State Commissioner of Education, State of Tennessee, acted as chairman.

Mr. Ellsworth Collings:

Mr. Ellsworth Collings, University of Oklahoma, was not present, but his paper was read by Mr. H. L. Caswell. The digest of his paper follows:

It Does Not Matter Whether or Not the Fundamentals Are Learned

Study of boys and girls reveals one fundamental trait. They are active. Activity of some kind engages them at all times. There are two educational theories that seek to use the activity of boys and girls in their education. One theory seeks to use the activities of boys and girls as means to teach the materials of the conventional school subjects. This theory makes the materials of the conventional school subjects primary and the activities of boys and girls secondary. In this plan the teacher or a superior of the school first lays out the materials of the conventional school subjects and then selects activities which may be used to teach the prescribed materials. The second theory seeks to use the materials of the conventional school subjects in helping boys and girls to realize better their own activities. This theory makes the activities of boys and girls primary and the materials of the conventional school subjects secondary. The teacher first guides boys and girls in setting-up activities to study and then helps them find, select, and use the materials necessary for successful realization of the activity set-up.

This paper is concerned with the second educational theory described above. An attempt is made to interpret how real learning, education, growth of boys and girls takes place. In this connection the meaning of fundamental learning is set forth and how this learning takes place in the activity school. In order to satisfy the curiosity of some people, parts of a study are presented in this paper to indicate whether boys and girls learn the fundamentals as outlined by the conventional subject school. In this connection it is pointed out that the activity school is not concerned in having its boys and girls rank high in the conventional subjects. The conventional school subjects concern the school only when they provide materials that genuinely contribute to a better realization of the activities of boys and girls at the time they are under way. Learning the materials of the conventional school subjects isolated from the activities of boys and girls is considered a waste of time, according to the theory of this school.

Mr. L. Thomas Hopkins:

Mr. L. Thomas Hopkins of Lincoln School, Teachers College, Columbia University, contended that The Essentials are Learned. The following is a summary of his paper:

I am to discuss this question by defending the thesis that the essentials are learned. I shall examine it from three viewpoints and shall limit my treatment to results obtained in the elementary school.

1. What is a curriculum of activities or experiences? I shall indicate that the integrated experience curriculum is being achieved only partially, with usually one-half to three-fourths of the time assigned to an integrated activity, and the remainder to separate subjects. Therefore the problem must be discussed in the light of this coordinate organization.

2. What are the essentials: (a) common to both subject and activity curriculums; (b) recognized as of relatively great importance in the activity curriculum but of relatively little importance in the subject curriculum? These essentials will be discussed under techniques, understandings, and attitudes. Evidence will be introduced to show that when objective tests constructed to measure the essential techniques and knowledges in the subject matter fields are used in coordinated activity curriculums, the results are equal to or slightly superior to those obtained with the subject curriculum. Furthermore, it will be argued that important values derived from the activity curriculum but unmeasurable by objective tests, are a vital part of the desirable educational growth of the child and are derived more effectively than in a subject curriculum.

3. What standards of learning are desirable in the so-called essentials? It will be pointed out that in all types of curriculums the standards of learning in specific skills are probably too high and are over-emphasized at the expense of broader techniques; that standards of learning of isolated facts are overweighted while broader understandings of relationships and meanings are under-estimated; that the attitudes and dispositions, which are the concomitants of the subject program, and as such attained only indirectly, are considered a vital part of the experience curriculum.

The conclusion submitted for consideration is that the coordinate experience curriculum not only produces standards of learning in essentials equal to that of the subject curriculum, but also gives opportunity for pupils to achieve other highly desirable educational values.

Mr. Stuart A. Curtis:

Mr. Stuart A. Curtis, University of Michigan, in his paper proposed that The Essentials Can Be Mastered with Purposeful Effort. A resumé of his paper follows:

Any statements made must be expressions of opinions merely, because no complete and perfect activities curriculum has yet been put in operation, much less scientifically measured. The four speakers, therefore, are expressing four different viewpoints or aspects of opinion.

The viewpoint of the speaker is that which takes self-expression, self-realization, and perfection as the bases for a philosophy of education. Mere mastery of subject matter is too unimportant to be worthy of consideration, if mere mastery were all. But it is not all. Lack of mastery tends to generate a sense of limitation, and fear of consequences, which weaken courage and inhibit growth. Mastery for purposes of self-expression and self-realization, therefore, becomes of supreme importance.

At present life activities do not result in mastery. All around us are to be seen dwarfed and warped individuals defeated by their lack of mastery. Tests and measurements properly applied, furnish evidence both that (1) a limited number of persons do now attain mastery; (2) that the majority do not, and (3) that direct purposeful drill will produce mastery.

To result in beneficial growth in terms of self-expression and self-realization, the mastery must be achieved in conformity with the natural learning process. The individual must be a center of choice, weighing values in terms of consequences. He must vision the end from the beginning and initiate and direct his activities in achieving the end. There must be a type of generalization which results in larger vision and greater efficiency. Only when all these elements are present is mastery beneficial or the experience a true activity.

Mr. Ernest Horn:

Mr. Ernest Horn, University of Iowa, argued that The Essentials Can Not Be Mastered. His paper presented the following points:

All statistical analyses of the mastery of skills made in experimental schools are misleading to the extent that the experimental schools have better equipment, teaching staffs, homes, etc. than do the public schools. Skills are not learned either in the conventional or progressive schools. Our national norms of these learnings are shamefully low. Considerable learning of the skills is concomitant to the life in the community and the home.

A typical unit of work is an escape from reality in that it does not represent the solving of dynamic situations demanding the mastery of the three R's. The formal skills should be integrated with the content subjects to provide readiness. Properly relating the skills to other school activities is essential for best learning results. Most teachers in activity programs do not insist that the skills be learned. No integration will do what a systematic presentation of these skills can accomplish. Practice periods must be set aside for the mastery of the skills even in an activity program.

The discussion from the panel which followed brought out conflicting values held by the various speakers. A good deal of time was consumed in arguing whether or not children coming through progressive schools achieved as well in the skills as those coming through the traditional subject-matter curriculum. Statistical evidence was submitted by Mr. Hopkins, Mr. Caswell, Mr. Brim, and Miss Zirbes to the effect that children do learn these skills as well or better in the activity program. Miss Bamberger questioned this evidence on the basis of her personal observation.

At the conclusion of the meeting Mr. Herbert B. Bruner called members of his sub-committee together to report progress and to discuss future plans for a survey of new economic materials to be incorporated in courses of study. Announcements of the work of this committee will appear in other issues of the bulletin.

Paul Hanna.

Progress Report of Committee on Proposed Bulletin of Units of Work

(Mr. Hopkins is chairman of the Society's Committee on a Proposed Bulletin of Units of Work. The Committee was created originally in response to a request for such a bulletin by the United States Office of Education. - Ed.)

This partial list of criteria for the educative process was formulated by a group of students and faculty of Teachers College of Columbia University. The problem was to develop a set of criteria for the selection and evaluation of activities. An analysis indicated three major areas from which criteria might be selected: 1. The way in which children learn. 2. The nature and demands of the social order. 3. The limitations of the school as an institution.

After examining published criteria, research studies, psychological and philosophical writings in these three fields, the committee decided that the activity curriculum represented the practice of a definite psychology of learning, and that standards should be set around the educative process, later checking these to see that they included all important items from the three sources mentioned above. The result was the following criteria. These were discussed on August 10th by Doctors Kilpatrick and Counts before the summer school student body in the Horace

Mann Auditorium. Their exceedingly valuable suggestions will be incorporated in the next revision.

A PARTIAL LIST OF CRITERIA FOR THE EDUCATIVE PROCESS

1. Are there experiences under way that promote growth in habits of critical inquiry?

Is there experimental living and investigation? - tentative choice of hypotheses - study of all pertinent issues, selection of most promising leads?

Are there needed skills for experimentation?

Are conclusions made in terms of consideration of all available issues and evidence?

Is there growth in questioning and answering questions?

Is there critical use of experts and sources?

Is there sensitivity to important issues?

Is there concern for the welfare of the larger group?

Is there willingness and effort to relinquish disproved convictions?

Are there attitudes of openmindedness, fearlessness and sincerity?

Is there proper regard for pertinent issues from the past?

Are conclusions held tentatively?

2. Do the activities under way offer opportunity for experience in many kinds of meaningful endeavor through physical and social media?

Do the activities offer fullness of experience?

Do the members of the group use materials to best advantage according to their growing standards?

Is there opportunity for experience in leading and following?

Is there appropriate use of relevant tool subjects when the need and opportunity for use arises?

Is the curriculum such that formal lines are dispensed with in order to permit expression to the full?

Is there experimentation, exploration, investigation and evaluation in various fields?

Is there cooperative group living?

Is full use made of individuals' observations as media of experience and expression?

3. Are the activities under way such that the individual may discover his interests or tendencies?

Is there sensitivity to problems and suggestions in the environment?

Are there some experiences which tend to identify individuals with special interests - hobbies?

Is there interchange of thought?

Are the ideas, opinions and suggestions of others considered?

Is there respect for the purposes, ideals, wishes, dreams and capacities of individuals and groups?

Is there cooperative group living?

Do individuals possess adequate skills for discovering their interests and tendencies?

Is there leadership by individuals with the ability to identify with the purposes, ideals and wishes of the individual and the group to carry these forward?

Is there adequate and timely use of experts and sources?

Is there the experimental mode of living?

4. Do the experiences under way impel the members of the group on into increasingly challenging endeavor?

Are learnings an intrinsic outgrowth of the learner's experience?
 Are present experiences suggestive of next steps?
 Are leads to further activities vigorously prosecuted?
 Are previous experiences used as sources of data?
 Is there experimental living? - are new leads pursued tentatively, are pertinent and comprehensive data considered, are unworthy leads thus rejected?
 Does the learner choose ways and means of work within his control?
 Are the learners acquiring adequate tools to pursue increasingly challenging and demanding endeavors?

5. Are there experiences under way that promote sharing of experiences through social participation?

Is there appreciation of the opinions and ideas of others?
 Is there cooperative group living?
 Is there diversity of experiences?
 Is there recognition of responsibility in the group for leading and following?
 Is the group developing standards of social control?
 Do members of the group share in planning the life of their social group?
 Do members of the group share their imaginative and play lives?
 Is there sensitivity to group interests and needs?
 Is there experimental living -- planning, trying out leads, evaluating?
 Do individuals seek assistance from the social group and give assistance when needed?

6. Will the learners acquire increasing freedom to order their own experiences through effective assumption of responsibilities?

Is the assistance of experts and sources sought and used?
 Are more adequate tools and meanings sought and acquired?
 Is there increasing ability and disposition to use controls?
 Is there a desire for richer living?
 Are individuals developing a perspective sufficient for awareness of significant successes and failures and facing squarely and impersonally situations and their implications?
 Is there relevant use of past experience?
 Is there due regard for personality values and individual abilities by all members of group?

L. Thomas Hopkins, Chairman, Committee on Proposed
 Bulletin of Units of Work.

CURRICULUM LABORATORY AT PEABODY COLLEGE

The curriculum laboratory at George Peabody College was established to assist city and state school systems in the development of curriculum programs. Only persons actively engaged in such programs in the field are permitted to work in the laboratory. These persons work on their own problems individually or in groups. The conference method is employed principally in directing the work. However, lectures dealing with curriculum problems of general interest supplement the work on individual projects.

A special workroom with individual tables, a selected library of recent curriculum materials, clerical assistance, and special faculty guidance are provided

for all workers. These facilities are made available by cooperation of the instructional officers of the College and the Division of Surveys and Field Studies.

During the summer quarter of 1932 the curriculum programs to which attention was given and the membership of the laboratory were as follows:

Florida State Curriculum Program

Elementary Reviewing and Unifying Committee - Seven Members.

This committee completed the preparation of the Florida state course of study for elementary schools.

Secondary Reviewing and Unifying Committee - Seven Members.

This committee completed the preparation of the Florida state course of study for secondary schools.

Editing Committee - Two Members.

This committee edited the course of study materials as they were completed by the elementary and secondary reviewing and unifying committees.

Director of the Curriculum Program

The director of the program accompanied these committees and had general supervision of their work.

Virginia State Curriculum Program

Elementary Reviewing and Unifying Committee - Four Members.

This committee prepared a detailed outline of production procedures to be followed during the school year 1932-33 by state elementary production committees in Virginia. These procedures were published in a bulletin.

Chairmen of Secondary Production Committees - Two Members.

These chairmen outlined procedures to be followed by their committees during 1932-33.

Chairman of the Aims Committee.

The chairman devoted the summer to preparing the committee report. Procedures had previously been outlined and agreed upon by his committee.

Director of the Curriculum Program.

The director of the program accompanied the committees and had general supervision of their work.

Birmingham, Alabama Curriculum Program

Chairmen of two production committees in the Birmingham curriculum program worked on the preparation of courses of study.

Nashville, Tennessee Curriculum Program

A chairman in the Nashville curriculum program outlined production procedures and prepared bibliographies.

Muncie, Indiana Curriculum Program

The director of the Muncie curriculum program completed the preparation of certain courses of study in secondary fields developed previously by production committees.

The work in the laboratory is directed by H. L. Caswell and Doak S. Campbell. Other members of the Peabody faculty who have cooperated by giving lectures to the laboratory group include Walter D. Cocking, Lucy Gage, Norman Frost, Maycie Southall, and Milton L. Shane.

H. L. Caswell, George Peabody College.

THE SCIENTIFIC DEVELOPMENT AND EVALUATION OF THE CURRICULUM

The first result of scientific studies in the field of education was to reveal the inadequacy of the traditional curriculum administered by American schools. The years from 1890 to 1915, when the science of education was in its early stages of development, saw a great many efforts at the reconstruction of the program of instruction in the educational institutions of the United States but most of the reconstructions made followed the older patterns, merely eliminating a few items and adding new items of fairly conventional type.

Since 1915, the curriculum movement has taken on a far more vigorous form. The new curriculum recognizes the varied needs of pupils. The population of schools has been increasing with great rapidity and bringing into school classes individuals whose outlooks and interests are of the most varied types. Furthermore, the science of education is cultivating a far broader view of the needs of schools through its affiliation with the other social sciences such as political science, economics, and sociology.

The future will see far more reconstruction of the curriculum with greater emphasis than has heretofore been given to social training. It will be recognized more than it has been in the past that the staple subjects of the curriculum have in reality always been means of socializing pupils. Teachers and pupils have not always seen, for example, that arithmetic is a subject which is derived from the long efforts of society to think precisely and to deal with human relations with equity and exactness. Similarly, writing and reading have not been fully appreciated as social inventions. When the whole curriculum is thought of as a means of socializing pupils, the science of education will have produced a positive rather than a negative change in the program of American schools. Charles H. Judd. (Abstract of an address before the joint session of the Department of Superintendence and the Educational Research Association, March 1, 1933.)

 Mr. Cox on the "Curriculum Specialist"

"..... There is frequently lacking a sense of humor or of proportion among the researchers. They accept themselves seriously as 'experts' and 'specialists' regarding the problems on which they conduct investigations, whereas in actuality they are mere technicians of investigation. They have, perhaps, exact knowledges regarding specific aspects of the problems with which their studies are concerned. But unless they actually engage in the execution of educational projects - involving the administrative difficulties, the human adjustments, and the compromises necessitated by tradition and vested interests - they lack the experiences which alone can qualify them as experts.

In the field of the curriculum, for instance, contributions have doubtless been made by word counts, sociological analyses, controlled experiments of learning, studies of pupil population, and surveys of current practices. No one researcher is likely to make studies in all of these fields, however. Indeed, if such a paragon of research should exist, he could scarcely by his own efforts cover the research possibilities in all of the above named aspects of investigations which are potentially important to curriculum making. Nevertheless our self-styled 'curriculum specialists' base their pretensions to leadership on their researches in a few aspects of one or more of these fields, despite their cloistered innocence of the practical difficulties involved in actually modifying curriculum practices.

Through the centuries the prophets have protested and ridiculed current inherited practices and laid out concrete proposals for curriculum reform. In the Academy and the House of Delight, at Yverdon, at Kold's School, and at Oundle, in the Francis Parker School, and at Tuskegee Institute, they have dared to adventure

to express their faiths. Especially since 1900 has one program of proposals and practices followed another.

Only in the last two decades, however, there have risen to prominence cloistered scientific educationists who have investigated, compared, appraised, and pronounced judgments based on 'data' gathered by questionnaires, tests, case studies, and pseudoscientific pooling of prejudices, guesses, and judgments. And the 'scientists,' who have thus fluttered about and scolded, naively assume that these 'researches' qualify them as curriculum experts. As well might a metallurgist claim preeminence as a construction engineer. Truly, those who can, do; those who can't do, may teach; and those who can neither do nor teach become 'experts'.

The rise of the curriculum research specialist to a position of authority has come about, in large degree, through the confusion that exists regarding the curriculum. If the curriculum were merely the syllabus it might be possible for a student to develop skill in writing outlines or books based on researches. Or if the curriculum were its objectives - things to be learned - such goals might be determined by means of investigations. It should, however, be obvious that the curriculum consists of activities and experiences of boys and girls; such experiences are affected by teacher personalities, by school regimen, by pupil attitudes, and by community standards and tolerances."

The Clearing House, January 1933, pp. 260-261.

Organization of Personnel for Curriculum Revision

David, Flavius Louis - The Selection and Organization of Personnel for Curriculum Revision. Curriculum Laboratory, School of Education, Western Reserve University, Cleveland, Ohio. No.30, October 1, 1932.

This study sought through the medium of a questionnaire (the shortcomings of which the author frankly admits) to determine the practice in representative school systems regarding the assignment and responsibilities of the school personnel in curriculum revision programs. Upon the basis of his findings the author sets forth certain principles which should serve as a basis for the assignment of personnel to curriculum tasks. He further graphs what he considers to be an effective organization.

The material will be found suggestive to those responsible for setting up a curriculum organization in a local situation. It should be observed that the considerable variation in organization found would seem to make more urgent the need to determine experimentally the efficiency of different types of organization.

Walter D. Cocking, George Peabody College.

Integration on the Junior High School Level

Sweeney, F. G., Barry, E. F., and Schoelkopf, A. E. - Western Youth Meets Eastern Culture. Bureau of Publications, Teachers College, Columbia University, 1932.

Most competent educators now admit or agree that learning of the fruitful kind takes place through child units of study, the center of which is an activity. This principle of teaching is applied in two rather divergent procedures. One procedure attempts to use child activity as a means to teach the conventional school subjects as such. This plan retains the conventional subject organized curriculum and attempts to find children's activities that may be grouped under them. The

second procedure expresses school work in terms of children's activities of the fruitful kind. This plan selects materials from the social heritage in accordance with the needs of children's activities at the time they are under way.

WESTERN YOUTH MEETS EASTERN CULTURE is an experimental study along the second procedure. This study, first, sets forth in very definite fashion the philosophy of education underlying the school organized around children's activities. It includes a variety of units of activity worked out by children under the guidance of teachers. The units include the actual work of the children. This study is very helpful to teachers working in progressive schools. It is concrete in the sense it gives in detail the work of the children. Teachers need a fundamental grasp of the philosophy of education including progressive teaching, how to select and organize materials around children's activities, and how to guide children's activities in such fashion that fruitful child understandings flow normally from the activities. This study contributes interesting information of the helpful kind along all of these lines. It is the kind of study that should prevail in progressive schools.

Ellsworth Collings, University of Oklahoma.

NEWS NOTES

As a result of a two-year curricular program under the direction of R. D. Russell of the University of Idaho, the Idaho State Board of Education has recently published the following bulletins: Latin, Music, Home Economics, History, Extra-Curricula Activities, and Mathematics.

The members of production committees were granted full credit for all work done in this connection at the University of Idaho where special courses in curriculum construction were offered. Much of the real production was accomplished at the summer sessions of the University. The whole project was financed at first by the high school districts and later by legislative appropriation. About 200 Idaho teachers were drawn into the enterprise. An English course of study should be in print in six weeks. The characteristic feature of this is that mechanics are really handled incidentally.

The College of Liberal Arts of the University of Louisville, is working on three orientation courses, on the junior college level: History of Civilization, Introduction to the Study of the Social Sciences and A Survey of the Humanities. The college has set up five major committees to consider the re-organization of the Liberal Arts College. They are: Junior College Curriculum, Senior College Curriculum, Measurement of Achievement, Improvement of Teaching, and Personnel Administration. The Chairmen of these committees and the Dean form a Steering Committee. The faculty is considering re-organizing the lower division of the College as follows: (1) Courses leading to a general academic degree, (2) Courses leading to a certificate, and (3) Courses leading to the professional schools.

The University of Iowa has recently published A Criterion of a Course of Study for the Mechanics of Written Composition, by H. A. Greene, Vol. VIII, No. 4, in the series entitled, University of Iowa Studies. It contains a tabulation of punctuation and capitalization usage as found in seven manuals of style. The most valuable part of the study consists of the summary of the editorial practices in punctuation and capitalization. It is a thorough curriculum study and an excellent guide to correct grammatical usage for the language teacher.

Suggestion has been made in connection with the annual meeting of 1934 that small group or room conferences be arranged. At the present time it is our plan to receive suggestions of themes or individuals around whom these conferences shall revolve. We should like to hear from you if you have any ideas concerning this proposal.

April 1, 1933.

SOCIETY FOR CURRICULUM STUDY

Fifth Annual Bibliography of Works in Curriculum Making

March 1932 - March 1933

Please list below any works useful in curriculum revision in your field of specialization. The list should be highly selective. It should certainly include works by you, members of your organization, or your students. By all means, do not overlook contributions in your field from any source. Unpublished studies should be included only if they are important and can be obtained through an inter-library loan. Our last bibliography included the following contents: curriculum making in general; investigation of curriculum objectives; learning activities; time allotment and grade placement; providing for mastery; learning equipment and supplies; and appraisal of courses of study. Each entry should be in form for publication without revision and should be followed by a descriptive note in a single sentence. This blank should be returned before April 15, 1933.

Return to Henry Harap, Western Reserve University, Cleveland, Ohio.

Name _____

Use extra sheets.